Instructor: Rose M Potter  
Office Phone: (512) 232-7359  
Office: Bellmont 224  
Office Hours: M/W 5-6 (& by appointment)  
E-mail: rpotter@austin.utexas.edu  
Seminar Day: M/W  
Seminar Time: 2:00 – 5:00  
Location: UTC 1.136

University Field Supervisor: Julie Teague, http://teaguejulie@hotmail.com

Prerequisites
- A grade of B or higher in UTL 101 and UTL 202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS Office – MAC or other

Course Description
UTL 640 introduces you to the ideas and concepts of Languages Other Than English (LOTE) education that will help you become an effective LOTE teacher. You will develop a deeper understanding of the exploration of language acquisition, assessment and learning theories through:

- Readings, seminar discussion and active participation.
- Written assignments with some content presented and discussed in class or published on the UTeachWeTeach blog.
- Fieldwork experience that includes observations, lesson planning and execution, and reflections.

General Course Objectives
The following areas of study and practice will support and increase your knowledge and skills to prepare you for the LOTE classroom.

- LOTE acquisition and learning theories and their implications regarding the teaching of a LOTE.
- The integration of the Texas TEKS and the ACTFL World Readiness Standards for Language Learners into lesson planning.
- Seminar readings, presentations, discussions, mock lessons and hands-on activities.
- Fieldwork observation, lesson planning, instruction, performance evaluation.
- Technology applications, authentic assessment, culture and their integration into lesson plans.

Standards for Texas Educators
As part of the four-semester UTLA teacher certification program, this course continues to incorporate the following standards:

- Pedagogy and Professional Responsibilities (scroll down for .pdf link)
- Texas Teaching Standards Adopted in Chapter 149
- Texas Essential Knowledge and Skills: Technology Applications
- Texas Essential Knowledge and Skills – LOTE, (Be certain to access the 2014 updated standards)
Students will assume responsibility for achieving the course objectives through the following:

- Actively reading the assignments in a timely manner.
- Actively participating in seminar discussions and activities, and completing assignments on time.
- Becoming familiar with the issues and literature of the teaching profession.
- Demonstrating theoretical knowledge of LOTE methodology in all work.

Communication

The University’s Canvas system will be the primary sources of communication. You will upload all assignments to Canvas. Comments on assessed written work will be on Canvas (barring unforeseen circumstances).

Specific Objectives

The student will:

- Analyze his/her own personality and learning style as it relates to teaching.
- Apply state and national standards when designing lessons.
- Design and deliver interactive, learner-centered lessons.
- Design and deliver lessons containing accurate content.
- Design and deliver lessons that are age and subject appropriate.
- Demonstrate how and when to assess student performance.
- Focus on time-on-task issues during instruction.
- Construct and implement successful appropriate classroom management strategy.
- Implement instructional strategies that meet the needs of a diverse student population.
- Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills specific to the future certification area.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, and interest in each individual student.
- Videotape two lessons, then, combine the tapes to produce and submit a “My Best Practices” video.
- Use reflection to improve over time.
- Explore professional development opportunities.
- Begin to prepare for state certification exams and appraisal systems.
- Utilize technology to communicate, collaborate, investigate, and instruct.
- Maintain a Professional Educator’s Website documenting the UTL 640 field and seminar experience.
- Polish and submit that Professional Educator’s Website at the end of course for evaluation.

Your Field Experience and Field Work Assignments

UTL 640 will provide students with field experience in a high school classroom selected for the diversity of the student body and the quality of the classroom teacher who serves as a cooperating teacher. The field experience is accompanied by a twice-weekly seminar on the UT campus. The seminar includes an in-depth study of the theory and practice necessary to design and deliver excellent instruction in LOTE.

Observations

Attend, minimally, thirty-six participatory observation periods and write seven directed observations. You will:

- Document observed activities and procedures.
- Participate in classroom activities as suggested by cooperating teacher.
- Write reflections concerning pedagogical issues raised during the observations.
- Observe, reflect on, and research answers to specific questions concerning observations.
- Participate in seminar discussions concerning the observations and the various strategies and rationales used by the cooperating teacher, as well as alternate options.
Texts
You are not required to purchase a textbook. You will have digital copies of all required readings. However, you may wish to start your professional library with these two text and one booklet:

- Horwitz, Elaine K. (2008 or 2012) Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching. Pearson Education, Inc. (Used from $31 at amazon.com) I encourage you to purchase and read this book to help prepare you for your PPR. We review second language acquisition in class, but you should read the entire book on your own. This is a book worth having for your professional library.
- A Texas Framework for LOTE, you can download this text from Canvas.

Lessons
Teach NINE (9) lessons; THREE (3) of which may be repeated and write a reflection of each lesson; the self-critique of the two videotaped lessons will be integrated into the corresponding reflection.

You will:
- Design and implement nine lessons of 45 to 90 minutes, each based on the TEKS and strategies covered in the UT seminar.
- Provide lesson plans to the cooperating teacher, the UT instructor, and the UT observer 48 hours before teaching the lesson.
- Receive evaluative, constructive, and specific feedback from the cooperating teacher over nine lessons as well as a midterm and final evaluation.
- Receive evaluative, constructive, and specific feedback from the university observer over, minimally, two lessons. Additional observations may be required or requested.
- Write reflections on lessons and participate in seminar discussions concerning positive and negative aspects of the lesson and changes that should result in future lessons.

The observations and lessons should total 45 hours to meet the requirements of UTL 640.

Cooperating Teachers
The cooperating teachers for UTL 640 will work with the UTeach-LA students to improve their teaching abilities as the semester progresses. The cooperating teacher will REMAIN in the classroom AT ALL TIMES and will provide immediate feedback on the quality of the UTeach-LA student’s instruction. A university field supervisor will evaluate, minimally, two of the UTeach-LA student’s nine lessons. Your cooperating teacher is neither required nor expected to participate in the 45-minute to 1-hour, post-lesson debrief.

Technology
Skills developed in the previous UTL courses include:
- Communication via e-mail including attachments.
- Word-processing.
- Searching websites for new materials, educational resources, and school information.
- Design interactive multimedia lessons.

In addition to the previously listed skills, you will:
- Present multimedia lessons to small or large groups of students.
- Explore subject-specific educational applications and software.
- Create learning scenarios that incorporate the use of technology by students.
- Create a professional educator’s website.
- Create a short video from raw digital footage of two videotaped lessons.
Seminar Projects Assignments

You will find due dates and detailed descriptions of all your assignments on canvas. Students are responsible to upload assignments by due dates. Each assignment cell MUST contain a submitted assignment for credit.

Lessons, Reflections and Evaluations

- **Nine lessons:** First lessons may be a minimum of 45 minutes. After lesson 3, all lessons should cover the entire class period. Lesson plans are to be submitted 48 hours in advance to both your cooperating teacher and to your UTL 640 instructor. **FAILURE to submit the lesson with 48 hours** may result in 1-5 late points deducted from your 10-point grade.

- **Reflections:** within 24 hours of teaching, write and submit a DETAILED reflection of BOTH REPEATED LESSONS. **The sooner you reflect, the more you will remember:** the more accurate the reflection will be.

- **University Field Supervisor (UFS):** It the student’s responsibility to initiate communication with the Field Supervisor. Submit lesson plans 48 hours before your observation.

- **Repeated Lessons:** You may teach the same three lessons to two or more different classes. However, you will only receive credit for 2 lessons taught. Indicate on your lesson plan that you will do this *(for example: Lessons 5 and 6).* Do the same for your reflection. Students that repeat will design 6 lessons, but teach 9 classes. They will submit 9 lesson plans and 9 reflections.

- **Testing:** Giving a test does not count as a lesson unless you review the class 45 minutes before the test.

- **Evaluations:** Submit CT and UFS lesson evaluations to me in the seminar ASAP following your lesson.

**UT Seminar Expectations**

UTL 640 will make **more demands on your time** than 101 or 202. Good time management will assure your success.

- **Attend seminar regularly.** Five points will be deducted from your final average for every SEMINAR absence after the first absence and every FIELDWORK absence after the first. **Arrive ON TIME.** A 15-minute late arrival is considered an absence. **Two tardies will count as one absence.**

- **Completing assignments** on time reflects the professionalism required of a future educator. All late assignments will be accepted with a **STARTING GRADE of 80%**. **Work more than 48 hours late will result in a 0/no credit. Keep track of what’s due and when!**

- **Complete readings** as listed on your detailed syllabus before the seminar. Come prepared to participate! Seminar participation is a portion of your seminar grade.

- **Eat before you arrive - not during seminar.** Please do not bring food or sugary drinks into seminar. You may snack during break. You may bring water. It’s difficult for students to actively participate in a classroom while eating. **I encourage you to set this same standard for your own students.**

**IMPORTANT NOTE**

The instructor maintains the right to change the syllabus and will inform you during seminar. You are responsible for changes even if you are absent. **Check Canvas frequently.**

**Individual Growth Plans (IGPs)**

**Interns must complete the fieldwork satisfactorily to receive credit for this course.:** Please note that inadequate performance or professionalism during your field experience may result in the development of an IGP. The purpose of an IGP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. **Failure to achieve the goals of an IGP could result in termination of your field experience. Your final grade will reflect the entire semester’s work, including any pre-IGP performance.**
Grading

50% Field Experience
- Cooperating teacher: attendance/tardiness, communication and cooperation, e-mail, telephone calls, face-to-face interactions; CT’s lesson evaluations; Midterm and Final Evaluation
- Observations: timely completion and write up and submission
- Lessons plans: timely preparation, delivery, reflection and submission of CT evaluations
- Field Supervisor: communication, cooperation; 2-3 formal observations

20% Seminar
- Quality Participation: preparation, timely completion of assignments, participation in partnership and group activities, discussions, presentations
- Technology: Communication, tech activities, multi-media presentations, teacher website, video

20% Teacher Proficiency: UTL 640 Spectrum of Apprenticeship Skills

10% Professional Educator Website: This includes your BlendSpace, UTL 640 documents including evaluations, the five minute-video and final reflection.

100% TOTAL GRADE

Reminder: 5 points are deducted from your total grade for each absence in the seminar beyond the second.

Grading Scale includes pluses and minuses

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
<td>94%-100%</td>
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<tr>
<td>A-</td>
<td>90%-93%</td>
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<td>B+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<td>F</td>
<td>59% and below</td>
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UTL 640 Detailed Syllabus – Fall 2016

Consult Canvas for all submission instructions and deadlines.

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPICS</th>
<th>READINGS AND ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Partial Week 1 - WED | **SEMINAR 1 JAN 18** Due: Advice to a UTL 640 Intern | Read
1. Framework for LOTE C: Introduction (1-6)
2. C 2 Guiding Principles (7-21)
3. C 3 Language Proficiency (23-31)
4. Online: TEKS for LOTE
5. Questionnaire Handout for BALLI

**THEME: Getting Started**
- Belonging & Challenge
- UTL 640 Mindset
- Syllabus overview of Course/Canvas
- CT Placements

Write
1. Complete BALLI and bring to Seminar 2
2. Email your CT (CC me on ALL correspondence)

*Texas Educators Preparation and Continuing Education Approved Educator Standards* (All standards on this page)

Pedagogy and Professional Responsibilities Standards (PPRS) S-2

Texas Administrative Code Educator Standards 2014 (TACES) S-2 & 4

Texas LOTE Education Standards (TLES) S-1

Texas Technology Standards (TTS) S-3 & 5

The standard covered in each seminar will documented by S = standard and “number”, the specific standard.
<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPICS</th>
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</table>
| Week 2 – MON SEMINAR 2 JAN 23 | Due: BALLI Beliefs; Email to CT  
THEME: Meet your University Field Observer, Julie Teague; Standards & the TEKS  
- National and State Standards  
- Integrated Skills in LOTE: the 5 Cs  
- 21st Century Skills | Read  
1. 2012 ACTFL World Readiness Standards  
2. What Should I Know About SLA? (Review PPT in Module)  
3. Framework for LOTE: Appendix C Multiple Intelligences and Instructional Strategies  
Write  
1. SLA Theory Synthesis  
2. Learning Styles Quiz on Edutopia.com |
| PPRS: S-2 TACES: S-1 & 3 | TLES: S-1 & 3 TTS: S-3 & 5 |
| Week 2 – WED SEMINAR 3 JAN 25 | Due: Bring to Seminar: SLA Assignment & Edutopia Quiz Results  
THEME: Teaching for Proficiency  
- SLA Theory  
- ACTFL proficiency guidelines | Read  
1. ACTFL Proficiency Guidelines, 2012  
2. A Texas LOTE Framework (117-118)  
"Frequently Asked Questions Abbreviations and Acronyms"  
Write  
1. Tech 1 - Blendspace Activity: Bring your mobile device to share with your peers. |
| PPRS: S-2 TACES: S-1 & 3 | TLES: S-1, 3 & 4 TTS: S-3 & 5 |
| Week 3 – MON SEMINAR 4 JAN 30 | THEME: Organizing Content and Designing Lessons  
- Begin TEES PPR test practice  
- Daily, weekly, unit, semester, and yearly plan | Read  
Write  
1. Select topic and date: article presentation  
2. Lesson plan 1 (Teach dates vary) |
| PPRS: S-1, 2 & 3 TACES: S-1 | TLES: S-1 & 3 TTS: S-5 |
| Week 3 – WED SEMINAR 4 FEB 1 | Due: Article Presentation Topic  
THEME: Differentiating Instruction in the LOTE Classroom -1  
- Practice: TEES PPR Test  
- Model Videos – Best Practices | Read 3 Articles:  
1. “Differentiating Instruction in the LOTE Classroom: Focus on Special Education Learners”  
2. “Inclusion in the LOTE classroom”  
3. “Promoting Bilingualism and Bi-Literacy”  
Write  
1. Blendspace Activity  
2. Observation 1 & 2  
3. Lesson Plans & Reflections |
<p>| PPRS: S-1, 2 &amp; 3 TACES: S-1 &amp; 2 | TLES: S-1 &amp; 3 TTS: S-4 &amp; 5 |</p>
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<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPICS</th>
<th>READINGS AND ASSIGNMENTS</th>
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| Week 5 – MON | **SEMINAR 6** FEB 6 | **Due: Tech 1, Blendspace Activity**  
**THEME: Differentiating Instruction in the LOTE Classroom** -2  
- The High School Student  
- Best Practices SPED  
- ELL Learners  
- Practice before Performance  
**Read**  
1. Teacher’s Handbook: C 12, “Using Technology to Contextualize and Integrate Language Instruction”  
2. Technology Applications Standards for all beginning Teachers  
**Write**  
1. Lesson Plans and Reflections  
2. Observation 1 & 2  
3. Lesson Plans & Reflections  |
|          | **PPRS: S-1, 2 & 3** | **TACES: S-1 & 2** |
|          | **TLES: S-1, 2, & 3** | **TTS: S-4 & 5** |
| Week 5 – WED | **SEMINAR 7** FEB 8 | **THEME: Using Technology in the Classroom**  
- Practice: TEExES PPR Test  
- Evaluating Apps for the LOTE Classroom  
- Integrating technology  
- The Professional Educator’s Website and video project  
**Read**  
1. Grade Smarter Not Harder, Myron Dueck  
2. Continuum of Assessment Methods  
**Write**  
1. Lesson Plans and Reflections  
2. Plan a semester observation/teach calendar with your CT’s approval, due S-10  
3. Observation 1 & 2  
4. Lesson Plans & Reflections  |
|          | **PPRS: S-1, 2, 3 & 4** | **TACES: S-1, 2 & 5** |
|          | **TLES: S-1 & 2** | **TTS: S-1, 2, 3, 4, 5** |
| Week 6 – MON | **SEMINAR 9** FEB 13 | **THEME: Traditional and Performance-based Assessment; Formative and Summative Assessment**  
- Practice: TEExES PPR Test  
- The role of traditional assessment  
- The role of performance-based assessment  
- Compare and contrast assessment types and tools  
- Technology based assessment  
**Read**  
**Write**  
1. Projected Teach/Observation Timeline  
2. Lesson Plans/Videotape and Reflections  
3. Observation 1 & 2  
3. Make an appointment with two master teachers to observe a class.  |
|          | **PPRS: S-1, 2 & 3** | **TACES: S-1, 2 & 5** |
|          | **TLES: S-1 & 2 & 3** | **TTS: S-1 & 5** |
| Week 6– WED | **SEMINAR 10** FEB 15 | **Due: Observation and Teach Timesheet**  
**THEME: Developing a Performance-Based Rubric**  
- Practice: TEExES PPR Test  
- Rubrics  
**Read**  
1. A Texas Framework for LOTE: C 4 (52-71)  
2. A Texas Framework for LOTE: Appendix J  
**Write**  
1. Observations 1 and 2, due S-11  
2. Lesson Plans/# 4 with an Assessment piece and Reflections.  
3. Engagement Activity: Due: Seminar 12  |
<p>|          | <strong>PPRS: S-1, 2 &amp; 3</strong> | <strong>TACES: S-1, 2 &amp; 5</strong> |
|          | <strong>TLES: S-1, 2 &amp; 3</strong> | <strong>TTS: S-2 &amp; 5</strong> |</p>
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<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPICS</th>
<th>READINGS AND ASSIGNMENTS</th>
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</table>
| Week 7 – MON SEMINAR 11 FEB 20 | Due: Observations 1 & 2  
THEME: Integrating Language Skills and Culture – 1  
- Practice: TExES PPR Test  
- Assessing Standard Based Language Performance in Context | Read  
1. Teacher’s Handbook: C 5, “Integrating Cultures and Comparisons...” (1-20)  
Write  
1. Lesson Plans & Reflections  
2. Fifth Observation  
3. Observations 3 & 4  
4. Lesson Plans & Reflections/Videotape |
| PPRS: S-1, 2 & 3 | TACES: S-2, 3 & 4 | TLES: S-1, 2, 3 & 4 | TTS: S-2 & 5 |
| Week 7 – WED SEMINAR 11 FEB 22 | THEME: Integrating Language Skills and Culture – 2  
- Practice: TExES PPR Test  
- Identifying appropriate authentic resources. | Read  
1. Article: “Good Communication in Groups”  
Write  
1. Observations 3 and 4, due S-12  
2. Lesson Plans & Reflections Videotape |
| PPRS: S-1, 2 & 3 | TACES: S-2, 3 & 4 | TLES: S-1, 2, 3 & 4 | TTS: S-2, 3 & 5 |
| Week 8 – MON SEMINAR 12 FEB 27 | Due: Observations 3 & 4  
THEME: Engagement Strategies and Best Practices – 2: Getting to Know You  
- Practice: TExES PPR Test  
- The Power of Group Collaboration | Write  
1. Observation 5  
2. Engagement Activity  
3. Tech Activity #2: Your Professional Educator Website.  
4. Lesson Plans & Reflections Videotape |
| PPRS: S-1, 2 & 3 | TACES: S-1, 2, 3 & 4 | TLES: S-2, 3, 4, 5, 6, 7 & 8 | TTS: S-2 & 5 |
| Week 8 – WED SEMINAR 13 MAR 1 | THEME: Best Practices – 1  
Active Learning and Collaboration Strategies and Activities  
- Practice: TExES PPR Test  
- Student centered, active learning | Write  
1. Observation 5, due S-14  
2. Culture Lesson with student product/rubric  
3. Lesson plans and Reflections/Videotape  
4. Tech Activity #2 |
| PPRS: S-1, 2 & 3 | TACES: S-1, 2, 3, 4 & 4 | TLES: S-1-8 | TTS: S-1, 2, 3 & 5 |
| Week 8 – MON SEMINAR 14 MAR 6 | Due: Observation 5 CT Observation Notes  
THEME: Best Practices – 2  
Active Learning and Collaboration Strategies and Activities  
- Practice: TExES PPR Test  
- Engage, explore and discover | Read  
1. Teacher’s Handbook: C 8, Oral and Written Communication (245-266)  
Write  
1. Observation 6  
2. Lesson Plans and Reflections |
<p>| PPRS: S-1, 2 &amp; 3 | TACES: S-1, 2, 3, 4, &amp; 5 | TLES: S-1-8 | TTS: S-1, 2, 3 &amp; 5 |</p>
<table>
<thead>
<tr>
<th>Week 8 – WED</th>
<th>Integrating Art into LOTE Lesson Plans Blanton Museum Art Day Visit</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMINAR 15</td>
<td>Submit Art Worksheet within 24 hours of the visit.</td>
<td>1. Art Analysis Museum Worksheet</td>
</tr>
<tr>
<td>MAR 8</td>
<td></td>
<td>2. Incorporate Art Connection into Lessons</td>
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<td>3. Video Tape Second Lesson (#s 7 or 8)</td>
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<td>4. Culture Lesson Presentation</td>
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<tr>
<td>Friday, March 10</td>
<td>Due: Art Analysis Museum Worksheet</td>
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<tr>
<td>HOLIDAY</td>
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<td>TACES: S-1, 2, 3 &amp; 4</td>
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<tr>
<td>March 13 thru March 15</td>
<td>SPRING BREAK</td>
<td>TLES: S-2, 4, 5, 6 &amp; 8</td>
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<td></td>
<td>Get rest! Relax and restore your spirit. Be safe!</td>
<td>TTS: S-4 &amp; 5</td>
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<tr>
<td>Week 9 – MON</td>
<td>THEME: Best Practices 3</td>
<td>Write</td>
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<tr>
<td>SEMINAR 16</td>
<td>Practice: TExES PPR Test</td>
<td>1. Engagement Mini-Lesson</td>
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<tr>
<td>MAR 20</td>
<td>Five Ways to Listen Better</td>
<td>2. Tech Activity #2</td>
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<td>Cootie Catchers, Foldables and Origami and Magic-Mats</td>
<td>3. Lesson Plans and Reflections: Videotape Second Lesson (#s 7 or 8)</td>
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<tr>
<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
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<td>TLES: S-2, 4, 5, 6 &amp; 8</td>
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<td>TTS: S-2, 3 &amp; 5</td>
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<tr>
<td>Week 10 – MON</td>
<td>Due: Student Engagement Presentations (Reflection due within 48 hours of class – Friday March 24)</td>
<td>Read</td>
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<tr>
<td>SEMINAR 18</td>
<td>THEME: Teaching for Interpersonal Communication – 1</td>
<td>1. Teacher’s Handbook: C 8: Interpersonal Communication (266-292)</td>
</tr>
<tr>
<td>MAR 27</td>
<td>Practice: TExES PPR Test</td>
<td>2. Article, “Activities to Promote Interaction and Communication”</td>
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<tr>
<td></td>
<td>Strategies and activities</td>
<td>Write</td>
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<td></td>
<td>Use of authentic materials</td>
<td>1. Tech Activity #2, Professional Educator Website</td>
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<td>2. Lesson Plans and Reflections: Videotape Second Lesson (#s 7 or 8)</td>
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<td>3. Culture Lesson Rubric and Presentation</td>
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<tr>
<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
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<td>TLES: S-2, 4, 5, 6 &amp; 7</td>
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<td>TTS: S-2, 3 &amp; 5</td>
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<tr>
<td>Week 10 – WED</td>
<td>Due: Tech Activity 2, Professional Educator Website – Share Link Videotaped reflections for lessons 2 / 3 deadline</td>
<td>Write</td>
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<tr>
<td>SEMINAR 19</td>
<td>THEME: Teaching for Interpersonal Communication – 2</td>
<td>1. Tweak Tech Activity #2/Professional Educator Website for Cohort Presentation</td>
</tr>
<tr>
<td>MAR 29</td>
<td>Practice: TExES PPR Test</td>
<td>2. Culture Lesson Rubric and Presentation</td>
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<td>3. Lesson Plans, Lessons (Video!), Reflections</td>
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<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
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<td>TLES: S-2, 3, 4, 5 &amp; 7</td>
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<td>TTS: S-4 &amp; 5</td>
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<tr>
<td>Week 10 – WED</td>
<td>Due: Tech Activity 2, PRESENTATIONS and Cohort Evaluation</td>
<td>Write</td>
</tr>
<tr>
<td>SEMINAR 22</td>
<td>THEME: Professional Website</td>
<td>1. Lesson Plans and Reflections: Video Tape Second Lesson (#s 7 or 8)</td>
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<tr>
<td>MAR 22</td>
<td>Practice: TExES PPR Test</td>
<td>2. Culture LP Rubric, due Seminar 22</td>
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<tr>
<td></td>
<td>Cohort Evaluation (Tech Activity 2)</td>
<td>3. Cultural LP Presentation, due Seminar 23</td>
</tr>
<tr>
<td>Week 11 – MON</td>
<td>THEME: Teaching for Interpretive Communication: READING</td>
<td>Write</td>
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<tr>
<td>APR 3</td>
<td>Practice: TExES PPR Test  Reading Strategies for LOTE</td>
<td></td>
</tr>
<tr>
<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-2 &amp; 4</td>
<td>TLES: S-1, 4 &amp; 8</td>
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<tr>
<td>Week 11 – WED</td>
<td>THEME: Teaching for Interpretive Communication LISTENING</td>
<td>Read</td>
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<tr>
<td>APR 5</td>
<td>Practice: TExES PPR Test  Barriers to communication</td>
<td>Write</td>
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<tr>
<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
<td>TLES: S-1, 2, 3 &amp; 6</td>
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<tr>
<td>APR 10</td>
<td>On-Campus Scavenger Hunt</td>
<td></td>
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<tr>
<td>PPRS: S-4</td>
<td>TACES: S-6</td>
<td>TLES: S-1 &amp; 2</td>
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<tr>
<td>Week 12 – WED</td>
<td>Due: Observation Seven</td>
<td>Read</td>
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<tr>
<td>APR 12</td>
<td>Administrator Interview, Scavenger Hunt and Thank-You Note</td>
<td>Write</td>
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<tr>
<td>PPRS: S-1 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
<td>TLES: S-1, 2, 3, 4 &amp; 8</td>
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<tr>
<td>Week 13 – MON</td>
<td>Culture Lesson Rubric Due</td>
<td>Read</td>
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<tr>
<td>APR 17</td>
<td>THEME: Presentational Communication SPEAKING</td>
<td>Write</td>
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<tr>
<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
<td>TLES: S-1, 2, 3 &amp; 7</td>
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<tr>
<td>Week 13 – WED</td>
<td>Cultural Project Presentation Today</td>
<td>Write</td>
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<tr>
<td>APR 19</td>
<td>THEME: Cultural Projects Presentations with Rubric and Student Product</td>
<td></td>
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<tr>
<td>PPRS: S-1, 2 &amp; 3</td>
<td>TACES: S-1, 2, 3 &amp; 4</td>
<td>TLES: TLES: S-1, 2, 3 &amp; 4</td>
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### Week 14 – MON
**SEMINAR 25**  
**APR 24**

**Cultural Project/Lesson Reflection**  
**THEME:** Professional Learning Communities  
- Creative Commons Open Ed

**Write**
1. Hone Professional Educator Website  
2. Add CT video  
3. Add My BEST PRACTICES

<table>
<thead>
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<th>PPRS</th>
<th>TACES</th>
<th>TLES</th>
<th>TTS</th>
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<tbody>
<tr>
<td>S-4</td>
<td>S-6</td>
<td>S-3, 4, 6 &amp; 8</td>
<td>S-1, 2, 3, 4 &amp; 5</td>
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### Week 14 – WED
**SEMINAR 26**  
**APR 26**

**THEME:** Professional Communication, Ethics, Legal Issues  
- Students, Parents, Peers and Administrators, PLC’s

**Write**
1. Hone Professional Educator Website  
2. Add CT video  
3. Add My BEST PRACTICES

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<th>PPRS</th>
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<th>TLES</th>
<th>TTS</th>
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<tbody>
<tr>
<td>S-4</td>
<td>S-6</td>
<td>S-1, 2, 3 &amp; 4</td>
<td>S-3, 4, 5</td>
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### Week 15 – MON
**SEMINAR 27**  
**MAY 1**

**Hour Verification Forms Due**  
**Theme:** Final Forum

**Catch up** on any outstanding work.

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<th>TTS</th>
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<tbody>
<tr>
<td>S-2 &amp; 4</td>
<td>S-6</td>
<td>S-1 and 7</td>
<td>S-4</td>
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### Week 15 – WED
**SEMINAR 28**  
**MAY 3**

**DUE today, on or before: 11:59PM**  
Professional Educator’s Website w/CT and Best Practices Videos  
**Theme:** Cohort Work Day

**Congratulations** on completing a rigorous semester!

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<th>PPRS</th>
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<td>S-6</td>
<td>S-1 and 7</td>
<td>S-4</td>
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</table>

I’ll miss you! Enjoy the summer holidays. Be safe. I’ll see you in student teaching seminar next semester!
Standards

ACTFL: World Readiness Standards for Teaching Foreign Languages; Proficiency Guidelines
TEA: Texas Educator Standards:
Texas Essential Knowledge and Skills for Teaching Languages Other Than English (LOTE);
Pedagogy and Professional Responsibilities (EC-Grade 12)
Technology Applications (All Beginning Teachers, PDF, 805KB)

Books, selected, edited descriptions to peak your interest in reading more, Amazon.com

Designed to prepare you to teach foreign language, this handbook incorporates the Standards for Foreign Language Learning in the 21st Century, and provides a practical framework for integrating the Five C’s into foreign language teaching through real-world examples, provocative case studies, extensive appendices, and a text-specific website with links to teacher resources.

Explorations in Language Acquisition and Use; 1st Edition; Stephen D Krashen
An invaluable resource on the results of Krashen’s many years of research and application, topics include: the role of the input/comprehension hypothesis (and its current rival-the comprehensible output hypothesis), the idea of free voluntary reading, current issues and controversies about teaching grammar, and considerations of how it is we grow intellectually, or how we “get smart.”

Teaching Language in Context; 2nd Edition; Alice Omaggio Hadley
The essential methods text for anyone teaching or learning to teach a foreign language, this book is the must-have reference text for every foreign language instructor.

Thought and Language; Revised Edition; Lev S. Vygotsky, Alex Kozulin (Editor)
Since 1962, Lev Vygotsky’s highly original exploration of human mental development has become recognized as a classic foundational work of cognitive science. Vygotsky analyzes the relationship between words and consciousness, arguing that speech is social in its origins and that only as children develop does it become internalized verbal thought.

Language and Mind; 3rd Edition; Noam Chomsky
Chapters 1-6 present Chomsky’s early work on the nature and acquisition of language as a genetically endowed, biological system (Universal Grammar), through the rules and principles of which we acquire an internalized knowledge (I-language). Over the past fifty years, this framework has sparked an explosion of inquiry into a wide range of languages, and has yielded some major theoretical questions. The final chapter revisits the key issues, reviewing the ‘bio-linguistic’ approach that has guided Chomsky’s work from its origins to the present day, and raising some novel and exciting challenges for the study of language and mind.

Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching; 2nd Edition; Elaine K. Horwitz
This book provides pre- and in-service teachers the skills they need to meet the needs of all language learners in today’s diverse classrooms—while encouraging them to develop a personal approach to language teaching. This guide clearly explains the fundamental concepts of second language acquisition and teaching, describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching.

The Language Teacher Toolkit; Paperback Edition 2016; Steven Smith and Gianfranco Conti
Designed with pre-service teachers in mind, this book bridges the gap between research and classroom practice. It is a comprehensive and clearly written handbook, particularly useful for teachers of world languages who work in secondary education. It offers a reflective approach along with many practical classroom activities which can immediately be applied in daily teaching.

Articles
Patra Clafin, (2014) Avoid the Trap of Q & R Teaching, Edutopia Blog

Spring 2017
THE UNIVERSITY OF TEXAS NOTIFICATIONS

University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)
All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

Accommodations for Students:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssl/. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.